



SUSTAINABLE DEVELOPMENT IN RURAL AND URBAN LATIN AMERICA

COURSE DESCRIPTION

This course analyzes the global context of sustainable urban and rural development with a focus on local issues from Costa Rica and Latin America. It is designed to provide a historical understanding as well as the current context surrounding urban and rural development. A multi-dimensional/themed approach will be taken to analyze the causes and effects of development and the shift toward sustainability from social, environmental, and economic perspectives.

This is a distance learning and online course, yet uniquely set in the Costa Rican context giving access to professors and professionals with several decades of experience teaching and researching in Latin American, with detailed case study understanding knowledge in an array of environmental development fields, first-hand research experience and interest in the Costa Rican pioneering model of sustainability. Your teacher will introduce you to many emerging sustainability stories, including their own, whilst taking you on a journey to appreciate, understand and critically explore the local cases, introduce you to local protects, stakeholders and people, and put the Costa Rican case in its regional context and beyond. Students will be invited to develop their own interests in line with the course content, and throughout the course they will build comparable country reporting details to enrich class discussion and case study appreciation. The course will conclude with a fieldtrip to a farm in Costa Rica where students will be invited to learn about and experience sustainability systems and practice personally, and then hopefully take those sustainability lessons forward into their own lives and plans.

COURSE OBJECTIVE

This course aims to create understanding about the current and historical context surrounding urban and rural sustainable development in the Latin American region with special emphasis on the case of Costa Rica.

LEARNING OBJECTIVES

To explore the global context of urban and rural development and examine the situation of Latin America and Costa Rica in relation to sustainability issues and dynamics.

To understand the impacts of urban and rural development on social, environmental, and economic dimensions of the human living experience and conditions.

To analyze an array of Latin American country reports and cases in relation to environmental conflicts and solutions, sustainability systems, practice and emerging innovations.

To know and understand a range of policy interventions for sustainable development in relation to the urban and rural Latin American contexts and in the case of Costa Rica.



METHODOLOGY

The course will be executed and completed online, however active, and consistent student participation is required throughout the course. Classes will include a combination of online recorded and live presentations and lectures, case study development, project and country reporting portfolio development, group discussions, group and Individual student and teacher meetings, a mid-term debate, individual presentations, group work, homework and on-line assignments, readings, quizzes and a final exam. We will aim to have a positive and creative learning environment for ALL, by respecting deadlines, taking advantage of an array of on-line tools and platforms, and by respecting, listening and sharing with each other in virtual class and spaces throughout the duration of the course.

The course will use a variety of on-line technologies where the student and teacher will engage in the development of their on-line academic relationship and on-line community platform, and at the same time have the opportunity to develop their on-line skills and communication competencies. This will enhance student skills in relation to their on-line capabilities and serve for future home working, international communication, online community participation and the development of their creativity, computer literacy and virtual portfolios. With creativity being one of the key competencies for sustainability, plus for flexible and dynamic work forces and community participation, it is therefore encouraged throughout the course. Students will have the opportunity to propose the packaging and presentation of their assignments in creative ways. At ICDS, we see the on-line environment as an opportunity to unleash new creativity, academic understanding, concern and involvement in sustainability, where every student has their own sustainability story to develop and share, and the on-line platform is the perfect setting to do so.

Microsoft Teams and Google Docs

There will be a course folder for the entire class where students will find the literature needed per week and other materials that the lecturers may choose to share with you or your fellow classmates. YOU MUST accept the invitation to share the folders. This is critical for the successful completion of the course. You can find the homework and assignment guides there too.

Microsoft Teams will be used for live lectures, discussions, and meetings.

The Zoom platform might be used if and where appropriate.

It is important to consider the needs of ALL, along with changing and developing needs and possibilities in the on-line world. The mention of several platforms is not to overwhelm, but to provide us with options that suit every member of the group. The final combination of on-line tools will be clearly presented before the course starts.



DROPBOX

In addition to the online platform, we will use drop-box to back up systems and provide an alternative access to shared information.

Email and WhatsApp

Email communication will be used for sending assignments (larger ones can be uploaded to shared Google-doc files), receiving general news, updates and some of the group communication. A WhatsApp group will be created and used for adding follow-up comments and reflections in relation to assignments and completing some of the assignment components.

Time distribution

The student will be expected to spend approximately 50% of the course attending online meetings, presentations, sharing work and participating in discussion. The remainder will be spent on video viewings, case study development online, online activities and research and additional fulfillment of assignments.

ASSIGNMENT NOTES

SEMINARS

From week 4 on there will be student led seminars/presentations/student led sessions that will take the form of an hour presentation given by at least two students/or small groups on the readings for the lesson/week (no more than half an hour each student) with the aim of introducing and generating a discussion highlighting a set of issues in line with the key themes of the course. Students will argue a case, expose significant ideas, define related concepts, present theories, timelines, case studies, sources and evidence that reinforces shared and main course themes. Individual development of topics and readings will be expected in order to relate the issues more directly to student's individual interests and concerns. Following the presentations and initial questions by the audience/rest of the class, the sessions will involve a discussion generated by the presenting group. Although presenters will clearly do the most preparation for seminars, these are not meant to be supplementary lectures (with a passive audience). What you get out of these sessions depends on what you put in. Hence, all members of the class are expected to have done enough preparation to participate actively in the discussion in an informed way.

FINAL PAPER

It is expected that each student designs and turns in a research question and proposal by week 4. The topic may be from any section of the course or related content. The research proposal must not be longer than one page, including the research question, hypothesis (if it applies), a justification for the chosen question, and the first five sources for early development of the bibliography. The final essay should be 5,000 words excluding the bibliography. You must show expertise on your chosen topic and fully answer your research question.



Evaluation

On-line attendance/participation/ Teamwork and discussion	15%
Reading assignments and activities	10%
Presentation assignment/ on-line seminar	15%
Midterm exam/debate	10%
Quizzes (5% each)	10%
Case study/final paper	20%
Final presentation	10%
Final exam	10%
Total	100%

Special Needs: In case of requiring additional time for taking exams, or if experiencing any circumstance during the course of the term that would interfere with the student's ability to complete his/her/their work or take a test, students should let the professor know ahead of time.

Changes to Syllabus

The student acknowledges receipt of this syllabus and the information herein by continuing to attend this course. The Instructor reserves the right to make changes to this syllabus if circumstances warrant such change, with previous approval of ICDS' Academic Director. All major changes will be provided to the student in writing.

COURSE CONTENTS (subject to slight order change)

WEEK 1: INTRODUCTION TO THE COURSE, OVERVIEW AND CONCEPTS

Objective: To identify major institutions and actors in sustainable development and examine the evolution of their roles in policy making, touching upon the history of rural/urban development in Latin America (LA). To start to explore LA development indicators.

WEEK 2: CONSERVATION VS. GROWTH DILEMMA plus On-Line Field trip (Exploring the city space/in search of sustainability)

Objective: To discuss the different views and approaches of the dilemma; and distinguish key theoretical elements for sustainable growth. To explore the case study of Costa Rica's conservation history and to introduce Latin American conservation issues and challenges.

To discuss sustainable consumption and production, economic geography, and local economic development in LA on the VIRTUAL URBAN CITY TOUR



WEEK 3: REALITY AND CHALLENGES, STRATEGIES, INSTITUTIONS, AND INDICATORS

Strategy, risks, and the importance of institutions for sustainable development in rural and urban contexts. Focus on conservation institutions, indicators, and strategies.

Objective: To consider key aspects while evaluating or designing sustainable local economic development strategies; and to examine how both formal and informal institutions play a key role in development and evaluate whether they perpetuate urban/rural disparities.

WEEK 4: ENVIRONMENTAL JUSTICE, SOCIAL EQUITY AND SOCIAL DIMENSIONS OF SUSTAINABILITY

Objective: To discuss the social dimension of sustainability in rural and urban environments; and the environment's role in both defining and understanding poverty, social livelihood approaches, forest protection, payment for environmental services policy. Student's will explore the question – policy for whom?

WEEK 5: ENVIRONMENTAL CONFLICTS and SOCIAL SUSTAINABILITY CHALLENGES

(Plus QUIZ)

Environmental conflict cases throughout the Latin American landscape will be explored.

WEEK 6: MIDTERM PLUS CLASS DEBATE. Plus Costa Rican VIRTUAL RURAL FIELDTRIP

Objective: take and defend an SD position, i.e., Environmental Modernization, Deep Ecologists, weak sustainability, and strong sustainability.

VIRTUAL RURAL FIELDTRIP – Exploring the Costa Rican Rural Landscape in Search of Sustainability Issues, Impacts and Innovations.

WEEK 7: FOOD SECURITY, SUSTAINABLE AGRICULTURE, URBAN GARDENING POLICY

Objective: To understand the range of alternatives and policy interventions in the rural and urban spaces in regard to sustainable food systems, and the links among these in the context of market potential and pitfalls, and to examine policies in relation to food security and poverty.

Plus - COOPERATIVES AND MICROFINANCE. The Stimulation of Environmental Economics - Cooperatives and Microfinance.

Objective: To show the importance of cooperatives and the importance of microfinance to help overcome financial challenges and move toward more equitable and sustainable local economies.

WEEK 8: URBAN GROWTH AND THE ENVIRONMENT

Objective: To assess the impact of urban growth tendencies and policies on the environment and quality of life. To see how cities are moving toward implementation sustainability innovations.



WEEK 9: RISKS AND DISASTER MANAGEMENT: LATIN AMERICAN EXPERIENCE AND LESSONS

Objective: To analyze the way in which environmental degradation, risk, and disaster management affect resilience in urban and rural areas

WEEK 10: CLIMATE CHANGE/CRISIS AND RURAL AND URBAN ISSUES. RENEWABLE ENERGY, GEOTHERMAL ENERGY AND COSTA RICAN CASE

Objective: To examine the possibility of managing environmental impacts through market mechanisms. Explore the opportunities and challenges of the renewable energy, geothermal energy, bilateral activists, conservation and biodiversity issues and climate change.

(Plus QUIZ)

WEEK 11: THE OUTLOOK FOR URBAN AND RURAL SUSTAINABLE DEVELOPMENT IN LATIN AMERICA

Objective: To examine current debates, challenges, and future paths for Latin American sustainable development. To discuss the COVID-19 health crisis and challenges in relation to sustainability, resilience, adaption and the Sustainable Development Goals (SDG)s.

SDGs and the 7-Steps for everyday sustainability for ALL – becoming sustainability transversalizers and developing sustainability stories and citizenship (at Finca la Flor).

PAPERS AND PRESENTATIONS

WEEK 12: PAPERS AND PRESENTATIONS / FINAL EXAM

READING - Please Note:

The reading texts which are listed below are to be found in Google shared docs or the drop box and assigned before the class discussion and seminars. You will be given more instructions in class on how to manage the reading and seminar assignments. The readings may be slightly changed during the course depending on interesting new and relevant material. The students will be informed.

You must read the compulsory texts for each week and hand in (each week on the first class of the week) a mind-map summary of the main points from one text that you have read (the compulsory text) and an additional found text focusing on your chosen country. You can combine your mind-map to include two texts or more. This activity is to help you find the most important elements, ideas, issues and data from each text – and what interested you, and to be ready for participation in discussions.

If you are leading the seminar you are expected to read all of the texts for that week and hand in a power point presentation (with audio) and summary to share with the rest of the course. Instructions will be given on how to go about this.



BIBLIOGRAPHY

READINGS and Reference Material (possible changes and up-dates)

- Please note that many of the readings for the course are main reference texts. You will be instructed on how and when to read them, and which chapters apply to the week's discussions and content.
- **VIEWINGS:** Links to be added to the Shared File Google/Dropbox under Case Study Material Video Links.

INTRODUCTION TO THE COURSE, OVERVIEW AND CONCEPTS

Economic Commission for Latin America and the Caribbean (ECLAC), Social Panorama of Latin America, 2018 (LC/PUB.2019/3-P), Santiago, Chile, 2019.

Economic Commission for Latin America and the Caribbean (ECLAC) 2002. The sustainability of development in Latin America and the Caribbean: challenges and opportunities. Santiago, Chile 2002.

IDB 2015. The Experience of Latin America and the Caribbean in Urbanization Knowledge Sharing Forum on Development Experiences: Comparative Experiences of Korea and Latin America and the Caribbean. Knowledge and Learning Sector & Emerging and Sustainable Cities Initiative. Discussion Paper IDB-DP -395.

Rural Development Report 2016. Structural and rural transformation in Latin America and the Caribbean. Chapter 1.

CONSERVATION VS. GROWTH DILEMMA

FAO. 2019. Latin America and the Caribbean Regional Synthesis for The State of the World's Biodiversity for Food and Agriculture. Rome. <https://doi.org/10.4060/ca7125en>.

Millennium Ecosystem Assessment, 2005. Summary for Decision-Makers. Ecosystems and Human Well-being: Synthesis. Island Press, Washington, DC.

WWF 2019. LARGER THAN JAGUARS. Inputs for a strategic approach to biodiversity conservation in Latin America and the Caribbean - SUMMARY

ASSESSING PAYMENTS OF ENVIRONMENTAL SERVICES

Farley, J. and Costanza, R., 2010. Payments for ecosystem services: From local to global. *Ecological Economics*, 69(11): 2060-2068

Gauvin, C., et al. 2010. Cost-Effectiveness of Payments for Ecosystem Services with Dual Goals of Environment and Poverty Alleviation. *Environmental Management*, 45(3): 488-501

Green Climate Fund 2020. Environmental National REDD-plus Results Based Payments for 2014 and 2015 and Social Management. Environmental and Social Management Framework. Green Climate Fund Funding Proposal 1 October 2020 Framework.



Kosoy N., et al. 2007. Payments for environmental services in watersheds: Insights from a comparative study of three cases in Central America. *Ecological Economics*, 61(2-3): 446-455

Sills, E., et al. 2008 PES Learning Paper 2008-3 Impact of Costa Rica's Program of Payments for Environmental Services on Land Use. World Bank.

Wallbott, L., G. Siciliano, and M. Lederer. 2019. Beyond PES and REDD+: Costa Rica on the way to climate-smart landscape management?. *Ecology and Society* 24(1):24.
<https://doi.org/10.5751/ES-10476-240124>

ENVIRONMENTAL JUSTICE, SOCIAL EQUITY, AND SOCIAL DIMENSIONS OF SUSTAINABILITY

And ENVIRONMENTAL CONFLICTS

Bonilla Moheno and Garcia Frapolli (2012) Conservation in Context: A Comparison of Conservation. Perspectives in a Mexican Protected Area. Open Access Journal - *Sustainability* 2012, 4, 2317-2333; doi:10.3390/su4092317

Enara Echart Muñoz and Maria del Carmen Villarreal 2019. Women's Struggles Against Extractivism in Latin America and the Caribbean Contexto Internacional vol. 41(2) May/Aug 2019
<http://dx.doi.org/10.1590/S0102-8529.2019410200004>

Svampa, Maristella. 2019. Neo-Extractivism in Latin America Socio-environmental Conflicts, the Territorial Turn, and New Political Narratives. The National University of La Plata. Cambridge Press.

STRATEGY, RISKS, AND THE ROLE OF INSTITUTIONS IN SUSTAINABLE DEVELOPMENT IN RURAL AND URBAN CONTEXTS

Kay, C., 2006. Rural Poverty and Development Strategies in Latin America. *Journal of agrarian change*. 6(4):455-508

Midterm plus Class Debate – choose your own reading material to help you defend your SD position. A selection of texts and suggestions will be placed in the drop-box.

FOOD SECURITY, SUSTAINABLE AGRICULTURE, URBAN GARDENING POLICY

Sustainable consumption and production: economic geography and local economic development in Latin America

Davis, B., 2003. Innovative policy instruments and evaluation in rural and agricultural development in Latin America and the Caribbean. In: *Food, Agriculture and Rural Development: Current and Emerging Issues for Economic Analysis and Policy Research (CUREMIS II) – Latin America and the Caribbean*. FAO.

Lal, R. 2020. Home gardening and urban agriculture for advancing food and nutritional security in response to the COVID-19 pandemic. *Food Sec.* **12**, 871–876 (2020). <https://doi.org/10.1007/s12571-020-01058-3>



OECD/FAO 2019. Chapter 2: Latin American Agriculture: Prospects And Challenges. OECD-FAO Agricultural Outlook 2019-2028.

Rankin, Sara and Osana Bonilla-Findji. 2019. What can the Latin American cities of Cali, Quito and Medellín learn from each other's efforts to build sustainable food systems? Lessons learned from a South-South exchange on urban city–region agri-food practices and policies. CGIAR.

COOPERATIVES AND MICROFINANCE

Morales Galindo I., 2007. Regional development through knowledge creation in organic agriculture. *Journal of Knowledge Management*. 11(5):87-97

Sanchez, C., et al (2017) Review of International Cooperatives. Special Issue Latin America, Vol. 104/2017. International Cooperative Alliance.

Sariego, L., 2010. Three cases of social performance success in Nicaragua, El Salvador and Costa Rica. Oikocredit: San José.

URBAN GROWTH AND THE ENVIRONMENT

Grimm, N. B., et al, 2008. Global change and the ecology of cities. *Science*, 319(5864): 756-760.

Habitat III Regional Report LAT in America and the Caribbean (2017) Sustainable Cities with Equality 2016. HABITAT III, United Nations.

RISKS AND DISASTER MANAGEMENT: LATIN AMERICAN EXPERIENCE AND LESSONS

And

CLIMATE CHANGE/CRISIS AND RURAL AND URBAN ISSUES. RENEWABLE ENERGY, GEOTHERMAL ENERGY AND COSTA RICAN CASE

Adriana Erthal Abdenur, Giovanna Kuele and Alice Amorim, eds. 2019. Climate and security in Latin America and the Caribbean. Igarapé Institute.

Kelman, I., 2010. Introduction to Climate, Disasters and International Development. *Journal of International Development*. 22(2):208-217

Hardoy et al., 2011. Local disaster risk reduction in Latin American urban areas. *Environment and Urbanization*. 23(2):401-413

LAC-INFORM (2019) Index for Risk Management for Latin America and The Caribbean 2019 Update. INFORM Index for Risk management.

OCHA (2019) Natural Disasters in Latin America and The Caribbean 2000-2019. Panama, UN.

THE OUTLOOK - SD IN LATIN AMERICA

Latin America and the Caribbean 2030: future scenarios / by Jason Marczak and Peter Engelke, with David Bohl and Andrea Saldarriaga Jiménez.



IICA, 2011. Section III & IV. The Outlook for Agriculture and Rural Development in the Americas: A perspective on Latin America and the Caribbean 2011-2012. Inter-American Institute for Cooperation on Agriculture: San José.

UCLG 2019. Towards the Localization of The SDGs. Global Taskforce.

UNEP, 2010. Summary for Decision Makers. Latin America and the Caribbean: Environment Outlook. United Nations Environment Programme, Panama.

UN 2019. The Sustainable Development Goals Report 2019. United Nations, New York.

UN 2020. The Sustainable Development Goals Report 2019. United Nations, New York.



COURSE TOPIC SCHEDULE

Session	Week	Subject / Class Theme	Content: Online Lectures / Presentations /Speakers Plus Related Reading(S)	Online - Activities and Assignments
1	Week 1	Introduction to the Course, Overview and Concepts.	<p>See course outline for full references and readings. Find reading material in the course Shared Folder.</p> <p>Please note the major reference texts listed and Shared Folder updates with recent/up-to-date material for the class reading assignments to enrich understanding of present dynamics and issues. The class content will be presented as pre-recording (videos) or given in real time during virtual platform classes/meetings.</p> <p><u>Video 1:</u> Introduction to the course themes/ Duration. 10 mins.</p> <p><u>Online Group Activity:</u> Introducing Ourselves / Shared Online Space Duration: 60 mins.</p>	<p>See Shared Folders for more guidelines and up-load deadline dates.</p> <p>Students will be given a calendar/timetable of on-line presentation, videos and group meetings at the start of term.</p> <p><u>Online Group Activity:</u> Introductions. Online group meeting – introducing ourselves and the course and our expectations. (Each student plan to talk for no longer than a few minutes – why taking course, background, interests, expectations?)</p>
2		<p>Major History, Institutions and Actors in Sustainable Development (SD).</p> <p>Introduction to the Development Paradigms and Sustainable Development Historical Context.</p>	<p><u>Video 2:</u> Introduction to Content and Activities / Duration 10 mins.</p> <p><u>Video 3:</u> Introduction to the Development Paradigms and Sustainable Development / The Development Paradigm Time Line / Duration. 20 mins.</p> <p>Compulsory Texts: Global Sustainable Development Report 2016 / plus latest Edition.</p>	<p><u>Reading:</u> Please see bibliography <u>and</u> Please note that the main / compulsory readings will be assigned as the course unfolds – you will be guided to the relevant chapters, please summarize some of the main points and seek guidance.</p> <p><u>Assignment and Online Activity:</u> Economic and development timeline – 5 Focus Forum Comments (Add the 5 most interesting and revealing points/ideas/reflections to the online chat -forum). Find full rubric/guide in Shared Folder Assignments.</p>



<p>3</p>	<p>Week 2</p>	<p>The SD Timeline Continued and Evaluation Frameworks Provided.</p> <p>SD Theory, Reality and Challenges.</p> <p>Conservation vs. Growth Dilemma.</p>	<p><u>Video 4:</u> Introduction to WEEK 2 / Duration. 5 mins.</p> <p><u>Video 5:</u> Introduction to Main SD Theories / 30mins</p> <p><u>Viewing:</u> Documentary to be assigned on the theme of environmental impacts.</p> <p><u>Group Activity (Live):</u> Share highlights from SD timeline/Shared Online Space / Duration 30 mins (several students will be picked to share in the group chat / online meeting and everyone to send in/upload their own homework – written or recorded to share in the Shared Folder)</p> <p>Compulsory Text: Millennium Ecosystem Assessment (2005).</p>	<p><u>Reading and Assignment:</u> First reading summary/mind-map – please see the guide in the Shared Folder. Please continue with this assignment every week. (Upload every Monday, be ready to discuss during session one or two of the week – be reading ready every week!)</p> <p>Mind-Map week 1 and 2 compulsory readings / plus 5 Focus Forum Comments (Add the 5 most interesting and revealing points/ideas/reflections to the online chat - forum).</p> <p>(This is the weekend homework and will be uploaded and ready to discuss every first session of the week).</p>
<p>4</p>		<p>VIRTUAL URBAN FIELDTRIP – Downtown San Jose, Development Traits, Environmental Impacts and Concerns.</p> <p>Exploring the city space/in search of sustainability - sustainable consumption and production, economic geography, 3is/3ds and local economic development in LA.</p>	<p><u>Video 6:</u> Assignment Seminars - Introduction and Overview of Activity / Duration: 5 mins</p> <p><u>Video 7:</u> Introduction to the Costa Rican Context – In search of environmental impacts/ Virtual City Tour – examples and data discussed / Duration. 30 mins.</p> <p><u>Group Activity (Live):</u> Discuss some of the salient local environmental impacts in your neighborhood /Shared Online Space Duration 30 mins (several students will be picked to share in the group chat / online meeting and everyone invited to upload their own examples – written or recorded to share in the Shared Folder – optional assignment). Also add some comments about the Virtual City Tour. What stood out to you?</p>	<p><u>Task:</u> Choose your seminar themes. Add them to the group chat.</p> <p><u>Assignment: related to Group Activity (Live):</u> Prepare to discuss some of the salient local environmental impacts in your neighborhood in the live group chat this session and everyone invited to upload their own examples – written or recorded to share in the Shared Folder – optional assignment). Also add some comments about the Virtual City Tour. What stood out to you? – add to the WhatsApp Chat.</p>



<p>5</p>	<p>Week 3</p>	<p>Introduction to Latin American and Costa Rican Development and Conservation Issues, Institutions, Strategies and Challenges. Latin American Development and SD Indicators.</p>	<p><u>Video 8:</u> Introduction to WEEK 3 / Duration. 5 mins. <u>Video 9:</u> Introduction to the Latin American Context Development Indicators / Duration 30 mins. <u>Video 10:</u> Assignment Country Reports Introduction and Overview of Activity / Duration: 5 mins <u>Video 11:</u> The Costa Rican Case Study – Conservation Model /Duration: 30 mins.</p> <p>Compulsory Text: Economic Survey of Latin America and the Caribbean The 2030 Agenda for Sustainable Development and the challenges of financing for development. (The Executive Summary).</p>	<p><u>Reading and Assignment:</u> Make sure you upload your reading’s mind-map and 3-5 Focus Forum contributions (every MONDAY or first class of the week). Be ready to discuss. Start the next round of reading that corresponds to this week and be uploading and ready for discussion again for next week – continue every week to complete the reading assignment.</p> <p><u>Task:</u> Everyone to choose their case-study final exam report country. Please see related Assignment Introduction video 10 and add your chosen country name to the group chat.</p> <p><u>Assignment:</u> Explore your chosen country for conservation and SD indicators and find at least 10 to discuss and upload. Add 5 Forum Focus Comments - Discussing your country indicators. (This is for the next class – to discuss)</p>
<p>6</p>		<p>Environmental Institutional Issues continued: Justice, Social Equity and social Dimensions of Sustainability.</p> <p>Strategies, Institutions and Indicators Continued.</p>	<p><u>Group Activity (Live):</u> Discuss some of the interesting development features/ indicators that you found about your country so far /Shared Online Space Duration 60 mins (several students will be picked to share in the group chat / online meeting and everyone MUST upload their own examples – written or recorded to share in the Shared Folder – assignment). Plus discussion: What are some of the environmental justice, social equity and social dimensions of sustainability?</p>	<p><u>Assignment:</u> review the sessions and readings in preparation for the quiz in week 5.</p> <p>Student Seminar instructions refreshed. Make sure you have chosen your seminar theme.</p>
<p>7</p>	<p>Week 4</p>	<p>Introduction to Payments for Environmental Services –Social and Justice Dimensions Continued.</p>	<p><u>Video 12:</u> Introduction to WEEK 4 / Duration: 5 mins. <u>Video 13:</u> Assignment Research Paper Introduction and Overview of Activity / Duration: 5 mins</p>	<p><u>Reading/Mind-Map/Focus Forum Assignment</u> – Upload and then read next corresponding text - every week please. Be ready to support the first student seminar presentation with</p>



		Participation of the Local People and an Introduction to Indigenous Communities, Development and Environmental Concerns.	<p><u>On-line Individual Instructor / Student Meeting:</u> Each student will have an on-line meeting with the teacher to discuss expectations, project and research ideas, brainstorm and clarification of assignments. Duration: 5-10 minutes each (depending on the size of the class).</p> <p>Compulsory Texts: See bibliography for material.</p>	<p>some interesting comments and feedback.</p> <p><u>Assignment:</u> Selection of Topic for Individual Case Study Research: Each student will write a short research paper on a topic regarding sustainable development issues in Latin America. Step One: Upload a research idea and proposal.</p> <p>(Seminar person/group to read the compulsory text for the week, include main issues in presentation and find related articles, at least 4, and hand-in references with seminar work – to be put in the shared folder for classmates).</p>
8		<u>First Seminar:</u> The Social Dimension of Sustainability in Rural and Urban Environments; and the Environment’s Role in both Defining and Understanding Poverty.	<p><u>Video 14:</u> Forest Policy and Environmental Payment Services as a Local Rural Development Option / Duration: 30 mins.</p> <p><u>First Seminar /Student Presentation:</u> The social dimension of sustainability in rural and urban environments; and the environment’s role in both defining and understanding poverty / Duration: 20 - 30 mins.</p> <p><u>Group Activity (Chat):</u> Seminar Follow-up / Discuss on the chat your thoughts and comments and contributions in relation to the first seminar. Give your class-mates feedback. Add at least 3 comments/reflections added per person to the group chat. Ref: Seminar 1. Also use the space to discuss readings/mind-map for this week.</p>	<p>Everyone to support the student seminar discussion.</p> <p><u>Quiz preparation:</u> Find guide in Shared Folder. Find multiple choice quiz questions and short answers word file in Shared Folder Assignments.</p>
9	Week 5	Environmental Conflicts: Mapping Conflict Cases.	<p><u>Video 15:</u> Introduction to WEEK 5 / Duration: 5 mins.</p> <p><u>Video 16:</u> Presentation - Ejolt mapped conflict cases. Marine issues and shark conservation narratives /Duration 40 mins</p>	<p><u>Reading/Mind-Map/Focus Forum Assignment</u> – NO reading summary for this week to hand-in – focus on the Mid-term debate.</p> <p><u>Assignment:</u> Chat and Country reporting</p>



		<p><u>Plus Quiz – Upload your quiz!</u></p>	<p>Reference and Activity link: Environmental Justice Atlas. Resources and mapping guides will be provided.</p> <p>Compulsory Text: Latin America and the Caribbean: Key Issues for the 114th Congress (2016).</p>	<p>Development Activity: Everyone to look up the environmental justice cases in your chosen country and add some of the features, case details and interesting findings to the chat – Ref: Country Reports Conflicts. Be ready to share next session in the Environmental Conflicts.</p>
10		<p>Environmental Conflicts: Mapping Conflict Cases – Country Reporting of Cases.</p>	<p><u>Video 17:</u> Introduction of themes for Mid-Term Debate / Mid-term Exam Expectations / Duration. 20 mins.</p> <p><u>Group Activity (On-line Live):</u> Environmental Conflicts: Mapping Conflict Cases – Country Reporting of Cases / Duration: 1 hr. (Students to share Country Reporting Conflict case findings.</p>	<p><u>Mid-Term Exam preparation:</u> Choose positions on sustainable development theoretical spectrum. Add the name of your position to the chat.</p>
11	Week 6	<p><u>Midterm Class debate:</u> Take, discuss and defend an SD position, i.e., Environmental Modernization, Deep Ecologists, weak sustainability and strong sustainability.</p>	<p><u>Video 18:</u> Introduction to WEEK 6/ Duration: 5 mins.</p> <p><u>Group Activity (On-line Live):</u> MID TERM SD SPECTRUM DEBATE /Duration: 1 hr 30 mins</p> <p>You will be expected to find information in relation to one of the SD positions and define and defend the perspective. Start collecting your material ASAP – Guide in Shared Folder and view related video.</p>	<p><u>Assignment:</u> No Compulsory text for this week. Make sure that you hand in your Mid-term Debate summary.</p> <p><u>Assignment:</u> Complete your Mid-Term Debate preparation to be ready for debate Session 11 (this session) and up-load your debate summary). Add your 5 Focus Forum points to the chat too. Ref: Debate Follow-up!</p>
12		<p>VIRTUAL RURAL FIELDTRIP – Exploring the Costa Rican rural Landscape in Search of Sustainability Issues, Impacts and Innovations.</p>	<p><u>Virtual Rural Fieldtrip</u> (live or pre-recorded, depending on location and season). FTFT Reserve, or Finca La Flor, or Dota.</p> <p>Reference Reading: Local links will be added when the location has been confirmed.</p> <p>Compulsory Text: No Compulsory text for this week. Make sure that you hand in your Mid-term Debate summary.</p>	<p>Assignment – (optional or extra credit) Students are invited to make their own local Urban or Rural local SD landscapes video, discussing and illustrating local land-use, impacts, biodiversity, sustainability projects, environmental policy implementation, renewable energy, or any of the themes we are covering during the course. Have fun! Create! Innovate!</p>
13	Week 7	<p>Food Security, Sustainable Agriculture, Urban Gardening Policy.</p>	<p><u>Video 19:</u> Introduction to WEEK 7 / Duration: 5 mins.</p> <p><u>Video 20:</u> Examples of some of the central legal frameworks, laws,</p>	<p><u>Reading/Mind-Map/Focus Forum Assignment</u> – Read next corresponding text - every week please. <u>Make sure you are now reading-ready</u></p>



		Environmental Economics - Cooperatives and Microfinance.	<p>institutions, and policy in Latin America. Innovations: Pachamama and environmental rights / Duration: 30 mins</p> <p>Viewing: Documentary. environmental legal, policy and economical shifts.</p> <p>Compulsory Text: See bibliography. You will be guided on this week's reading.</p>	<u>to support the next and remainder of the student seminar presentations.</u>
14		<u>Second Seminar:</u> Cooperatives and Microfinance.	<p><u>Second Seminar /Student Presentation:</u> The Stimulation of Environmental Economics - Cooperatives and Microfinance in Latin America / Duration: 20 - 30 mins.</p> <p><u>Group Activity (Chat):</u> Seminar Follow-up / Discuss on the chat your thoughts and comments and contributions in relation to the second seminar. Give your class-mates feedback. Add at least 3 comments/reflections added per person to the group chat. Ref: Seminar 2. Also use the space to discuss readings/mind-map for this week.</p>	Be reading-ready for the next seminar this week.
15	Week 8	Urban Growth and the Environment.	<p><u>Video 22:</u> Introduction to WEEK 8 / Duration: 5 mins.</p> <p><u>Video 23:</u> Urban Landscapes and the Built Environment. Urban Innovations and the Greening of the City Space / Duration; 30 mins.</p> <p>Viewing: A Selection of Case Studies and Urban Greening Initiatives.</p> <p>Compulsory Text: Habitat III Regional Report LAT in America and the Caribbean (2017) Sustainable Cities with Equality.</p>	<p>Up- load your reading's mind-map (This is the last one – 5 in total) – we will shift from mind-maps to reading and indicators for country reporting.</p> <p><u>Assignment:</u> Class Discussion Preparation and Country Reporting Development Activity: To enrich the class discussion for Seminar 3 next session – find examples of urban environmental and sustainability innovations, policy, projects, groups – working on solving environmental concerns in your chosen country. Make sure you still do the compulsory reading to support the seminars with knowledge of the main text plus your country reporting examples.</p> <p>Make sure you add your 3-5 Forum Focus points to the chat for the seminar leaders to chat and discuss.</p>



<p>16</p>		<p><u>Third Seminar:</u> Urban growth and the environment</p>	<p><u>Student Presentation - Third Seminar:</u> Urban growth and the environment/ Duration: 20 -30 mins each student. <u>Group Activity (Chat):</u> Seminar Follow-up / Discuss on the chat your thoughts and comments and contributions in relation to the first seminar. Give your class-mates feedback. Add at least 3 comments/reflections added per person to the group chat. Ref: Seminar 3. Also use the space to discuss readings/mind-map for this week.</p> <p><u>Online Class Discussion (Live)/ Seminar Follow-up and Feedback and Country Reporting Development</u> - urban environmental and sustainability innovations, policy, projects, groups – working on solving environmental concerns in your chosen country / Duration 1 hr.</p>	<p><u>Group Activity (Chat):</u> Seminar Follow-up</p> <p><u>Online Class Discussion (Live)/ Seminar Follow-up and Feedback and Country Reporting Development</u></p>
<p>17</p>	<p>Week 9</p>	<p>Risks and Disaster Management: Latin American Experience and Lessons.</p> <p>Case Studies from Costa Rica: Vulnerable Communities, Mangroves and Mitigation.</p>	<p><u>Video 24:</u> Introduction to WEEK 9 / Duration: 5 mins.</p> <p>Viewing: Case Study material on risk and sustainability issues.</p> <p>Compulsory Texts (x2): 1) OCHA (2019) Natural Disasters in Latin America and The Caribbean 2000-2019. 2) LAC-INFORM 2019) Index for Risk Management for Latin America and The Caribbean 2019 Update.</p>	<p><u>Assignment:</u> Class Discussion Preparation and Country Reporting Development Activity: To enrich the class discussion for Seminar 4 next session – find examples of Environmental risks, disasters and environmental concerns in your chosen country.</p> <p>Make sure you add your 3-5 Forum Focus points to the chat for the seminar leaders to chat and discuss.</p>
<p>18</p>		<p><u>Forth Seminar:</u> Risks and disaster management: Latin American experience and lessons.</p>	<p><u>Student Presentation:</u> Forth Seminar - / Duration: 20 -30 mins each student. <u>Group Activity (Chat):</u> Seminar Follow-up / Discuss on the chat your thoughts and comments and contributions in relation to the first seminar. Give your class-mates feedback. Add at least 3 comments/reflections added per person to the group chat. Ref: Seminar 4. Also use the space to discuss readings/mind-map for this week.</p> <p><u>Online Class Discussion (Live)/ Seminar Follow-up and Feedback and Country Reporting Development</u></p>	<p><u>Assignment: Quiz Preparation</u> - You will be quizzed on the readings, student seminars and class content covered (including the perspectives defined and defended in the class debate).</p>



<p>19</p>	<p>Week 10</p>	<p>Climate Change/Crisis and Rural and Urban Issues.</p> <p>Renewable Energy, Geothermal Energy and the Costa Rican Case.</p> <p><u>Plus Quiz – Upload your quiz!</u></p>	<p><u>Video 25:</u> Introduction to WEEK 10 / Duration: 5 mins.</p> <p><u>Video 26:</u> Latin American Climate Crisis Indicators, Footprints, Policy and Innovations / Duration: 20 mins</p> <p><u>Viewing 27:</u> selection of case study material.</p> <p>Compulsory Text: Clean Energy Innovation in Latin America (2016) Plus the SDGs Dashboard Climate Indicators – 2020 - 2021.</p>	<p><u>Assignment:</u> Class Discussion Preparation and Country Reporting Development Activity: To enrich the class discussion for Seminar 5 next session – find examples of climate change issues and renewable energy or climate crisis innovations in your chosen country.</p> <p>Make sure you add your 3-5 Forum Focus points to the chat for the seminar leaders to chat and discuss.</p>
<p>20</p>		<p>Fifth Seminar: Climate Change and Rural and Urban Issues.</p>	<p><u>Student Presentation: Fifth Seminar:</u> Climate Change and Rural and Urban Issues. Duration: 20 -30 mins each student.</p> <p><u>Group Activity (Chat):</u> Seminar Follow-up / Discuss on the chat your thoughts and comments and contributions in relation to the first seminar. Give your class-mates feedback. Add at least 3 comments/reflections added per person to the group chat. Ref: Seminar 5. Also use the space to discuss readings/mind-map for this week.</p> <p><u>Online Class Discussion (Live) / Seminar Follow-up and Feedback and Country Reporting Development</u></p>	<p><u>Assignments:</u> Focus on your final projects and exam. Guides to be found in the Shared Folder – Assignments.</p>
<p>21</p>	<p>Week 11</p>	<p>The Outlook for Urban and Rural Sustainable Development in Latin America.</p> <p>What can we do? Introduction to the 7-SesALLs in Framework of SDGs 2015-2030.</p> <p>Research / Review Session</p>	<p><u>Video 28:</u> Introduction to WEEK 11 / Duration: 5 mins.</p> <p><u>Video 29:</u> Challenges and Opportunities for Rural and Urban Sustainable Development in Latin America. SDGs and Beyond / Duration: 20 mins.</p> <p><u>Video 30:</u> What can we do? Introduction to the 7-SesALLs in Framework of SDGs 2015-2030 / Duration 20: mins.</p> <p><u>On-line Individual Instructor / Student Meeting:</u> Each student will have an on-line meeting with the teacher to discuss research and finals/ Duration: 5-10 minutes each (depending on the size of the class).</p> <p>Compulsory Texts for country reports:</p>	<p>Focus on your final projects and exam.</p> <p>Please Note: You should still be dropping into the Group Focus Forum Chat. You can use it to share up-dates, keep in touch and share ideas with other students, ask for support etc.</p>



			Human Development Report for Latin America and the Caribbean Latest version. UCLG (2019) Towards the Localization Of The SDGs	
22		Country Reports Workshop Session - final Country report presentations	<u>Online Workshop – Indicator/ Data Exploration Discussion (Live) / Country Reporting and Country Comparisons</u>	Please see Shared Folder – Country Report Useful Texts and Links File for Country Reporting Workshop Activity and Preparation.
23/24	Week 12	<p><u>Video 31: Introduction to WEEK 12 / Duration: 5 mins.</u> FINAL EXAMS, (Country Report) PRESENTATIONS. Uploads of final papers, and final presentations.</p> <p>Exploration and time-shared at Finca La Flor.</p>		



ACADEMIC INTEGRITY

Students in this course are expected to abide by common sense, normal regulations on Academic Integrity. Violations of the Academic Integrity policy include, but are not limited to plagiarism, fabrication, cheating, and academic misconduct, including dishonest acts such as tampering with grades or taking part in obtaining or distributing any part of an administered or non-administered test/assignment. The intent to violate this policy also represents a violation of this policy.

Possible Sanctions for Violating Academic Integrity Policy

If an act of academic dishonesty is determined to have occurred, one or more of the following sanctions will be imposed, depending on the severity of a first-time offense:

- Reduction of a course grade
- An “F” for the assignment or exam
- Failure for the entire course
- Other action deemed appropriate by the faculty member
- Any of the above sanctions with the inability to withdraw.

The decision about the sanction to apply will be made jointly by the course’s professor and ICDS’ Academic Director, in consultation with home university on-site Director for the program, if applicable. The incident will be reported to the home university and may result in an official conduct record for the student(s).

Second violation: A second violation will result in suspension or expulsion from the program, in addition to any sanction issued from the list above.